

Key Person Policy

Bus Stop Pre-School uses the Key Person approach to support individual children and their families on their learning journey. Bus Stop Pre-School aims to ensure children's Key Persons remain with them until they are ready to move onto School or leave the setting. Bus Stop Pre-School aims to create an environment where every child feels comfortable and happy to go to any member of staff for support and guidance, not **only** their appointed Key Person. We aim for each member of staff to get to know each child individually and to be able to talk knowledgeably about their learning and development.

During the Settling In process each child receives an individual photograph of their Key Person and **their parents/carers are guided to watch the Song Time and Story Time videos with the Key Persons on the Bus Stop website.** This is to enable the child to have a familiar adults name and face when they join the Pre-School.

An appointed Key Person at Bus Stop Pre-School is someone who:

- Holds a level 3 and above qualification in Early Childhood Studies/Early Years,
- Has a good working knowledge of the implementation and learning outcomes of the EYFS (2021),
- Can collate observations and photographs using the EYFS (2021) to create a profile of an individual child's learning journey.
- Have a good ability to write legibly in English and have good presentation skills.
- To be able to use a computer/laptop to document children's learning.

Role of the Key Person at Bus Stop Pre-School:

- To support new children and their families during the settling in stage.
- To provide comfort, care and education for individual children **and to meet their individual needs.**
- To help a child to become familiar with the Pre-School setting.
- To build a positive and settled relationship with a child and their parent/carer.
- **To seek to engage parents/carers in guiding their child's development at home.**
- To be available to arrange a suitable time with parents/carers to discuss concerns and questions about a child's development.
- To speak confidently and knowledgeably to parents/carers about their child's learning and development.

- To carrying out spontaneous/planned observations of children following the EYFS (2021) and to complete termly Observation sheets.
- To complete termly individual Summative reports following the EYFS (2021) if they develop concerns relating to a child's learning and development.
- To track children's overall development termly, following the EYFS (2021), using the tracking sheet (Flower/Leaves wall), including their development at Forest School and to ensure this is shared with the staff team.
- To carry out 2-year-old check and share with parents/Health Visitors,
- To plot children's speech and language development on the Language Tool 2014 sheet if a concern arises regarding a child's speech and language development.
- To work with the settings SENCO to create SSP's if required and to attend meetings with the SENCO, parents and outside agencies to support children with SEND.
- To support parents/carers to engage with specialist support if appropriate.
- To carrying out termly Parent/Carers Evenings with Key children's families and write a summary of consultation outcomes,
- To write leavers Transition form for Key children moving onto to a new setting/Infant school and to attend transition meetings if required.
- Encourage parents/carers to read the termly newsletters/weekly emails, for activity ideas to do at home with their children.

The list of roles and responsibilities should not be viewed as exhaustive.

At Bus Stop Pre-School Key Children are matched with a Key Person in the following ways:

- Both must attend a minimum of two full days together,
- If a Key Person is already a Key Person to a child's sibling or has previously been involved with the family (This will be done, as the hope will be that the Key Person has already established a positive relationship with the parents/carers).
- Siblings joining together will be allocated the same Key Person.

This policy was adopted in August 2013, to be reviewed annually/required.

This policy was reviewed in September 2021, to be reviewed in September 2022

Signed by Owner _____ Manager _____